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forms, according to a very satisfactory classification, discussing the forces that have produced those forms, and telling us, in language not technical, how the surface-features of the world have come to be what they are. If the reader of Professor Geikie's book will follow it by a study of soils and their origin, and also by a study of mineral resources, he will be prepared to understand a good part of economic geology that would otherwise be unintelligible.

The student of physical and economic geography must make geology the basis of his studies, and if he has not made a systematic study of geology—as is the case with most persons—he will find in these books by Professors Russell and Geikie, the kind of geology he most needs and a very considerable share of all the geology required for the advantageous reading of geographical literature.

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*German Higher Schools. The History, Organization and Methods of Secondary Education in Germany.* By JAMES E. RUSSELL, Ph. D. Pp. xii, 455. Price, \$2.25. New York: Longmans, Green & Co., 1889.

From the perusal of this work one rises with new hope for the science of education. The scholarship displayed in this volume and the sound judgment which pervades its pages, show that superior talent and good sense are finding their way into the discussion of school problems. The author does not glorify everything abroad simply because it is foreign. He makes due account of the differences in the social and national life of the Old and the New World. Too often it is in pedagogy as in love. The girl whose home is a thousand miles away looks more attractive than the girl who lives next door; and the schools seen through the vista of three thousand miles look more perfect than the schools at home. He who reads merely to find fault, receives no encouragement from this volume. The attempt is made to show the reader how the German schools are suited to German conditions, how they adapt means and realize the ideals and ends of German life; and the temptation to point out the moral of every tale is studiously resisted. In the preparation of the volume he had the benefit of the counsel and criticism of some of the most competent educators of the fatherland. He enjoyed special privileges and courtesies as European commissioner of the New York Board of Regents and as the special agent of the United States Bureau of Education. These keys unlocked doors closed to many a visitor who lacks the credentials to secure government recognition and permission to visit the schools of Germany.

The volume starts with the beginnings of German schools, discusses the rise of Protestant schools, the transition to the schools of the present century, and enters into the details of the schools of Prussia which country is taken as representative of the whole of Germany. The account of the rules, regulations, customs, examinations, privileges, instruction and maintenance cannot fail to be instructive to every student who is anxious to get the most reliable information concerning schools at home and abroad. The most interesting chapter is the one on Tendencies of School Reform. Teaching is an art whose greatest achievements evidently belong not to the past or the present, but to the future. Hence, even in the land of schoolmasters we may expect to find the agitation of reforms in spite of reverence for the past and of class distinctions which demand a special training for the upper classes to distinguish them from the common people. The author claims that it is characteristic of the German way of doing things to slight nothing because of its apparent insignificance. He claims that questions of methods of teaching, of the internal organization and conduct of schools, of hygiene, of salaries and pensions, of the social rank and standing of teachers, of their professional training, are constantly in the minds of German educators and that, with few exceptions, their solution is either well understood or waits on the solution of more fundamental problems. One of the latter is the old question of the Greeks versus the Trojans, the emperor being opposed to the extreme advocates of Greek as a means of culture and a condition of preferment. Six years of Greek and nine years of Latin are required of the applicants for the coveted posts in the professional and civil service. Some would make Greek optional; others advocate three years of French, beginning say at nine years of age so that the boy's powers may be tested before he is obliged to choose his course of study and his vocation in life. Astonishing results are claimed for this plan which substitutes a modern language for three years of Latin and, selecting French for the purpose, treats it as a living language. We cannot refrain from transcribing part of the quotation from the report of the Mayor of Kiel who recommends the adoption by his own city of the new so-called Frankfort plan: "In Altona, where at present we find the only opportunity of seeing a *Reform-Schule* carried to the highest class, I was especially interested in the instruction in Latin. I followed it through classes from the *Untertertia* to the *Prima* of the *Realgymnasium*. In *Untertertia* where Latin is begun, the pupils showed an unmistakable interest in the new language; the grammatical questions of the teachers were answered with great readiness, and short sentences were translated with ease from German into Latin. In *Obertertia* a connected passage unfamiliar to the class was trans-

lated into Latin with remarkable confidence. Latin authors were taken up only in the *Secunda*. . . . "The aim of Latin instruction had been attained by the *Primæur* of the Altona Gymnasium at least as successfully, if not more so, than in any *Realgymnasium* of the old sort." Of the instruction at Frankfort the same visitor says: "The readiness with which the pupils answered the rapid questions of the teachers was really astonishing; even when the director put his questions in Latin, the answers in short Latin sentences were promptly given, a readiness which I can only explain by the pupil's confidence obtained in the use of the related language, the French."

These facts will hardly find credence except with those who have seen similar results from correct methods of teaching Latin. To the sceptic we say: "Go and see and be convinced." The results are probably due more to the teachers than to their specific methods. In drawing attention to these results the volume before us has rendered American teachers a service for which we can not be too thankful.

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*The Study of History in Schools.\** Report of the Committee of Seven. Pp. 267. Price, 50c. New York: Macmillan Company, 1899.

This report merits high praise and careful study. The members of the committee formed a broad conception of their task and worked indefatigably. They studied the existing conditions in this country and ascertained what was done in other countries. They sought advice and aid from all who had had experience in teaching history. After they had obtained all data possible they devoted much time to its consideration. Before drafting the final report they made known the tentative conclusions which they had reached and invited discussion and criticism. The result is a truly admirable report.

The most important features are an outline of a "thorough and systematic course of study" for four years, suggestions "how the different blocks or periods may be treated" as to the methods of instruction, and a discussion of what the college entrance requirements should be and how the entrance examinations should be conducted.

In the appendix, which fills nearly half the volume, there are chapters on "the present condition of history in American secondary

\* The members of the committee were Professor McLaughlin, of the University of Michigan; Professor Adams, of Johns Hopkins; Mr. Fox, of the Hopkins' Grammar School in New Haven; Professor Hart, of Harvard; Professor Haskins, of the University of Wisconsin; Professor Salmon, of Vassar; and Professor Stephens, of Cornell.